Program Category 1 – School-based Prevention Programs/Instruction

Bullying Prevention

Bullying in Schools. ERIC Digest http://www.ericfacility.net/ericdigests/ed407154.html

After School Programs

Academic Effects of After-School Programs. ERIC Digest
http://www.ericfacility.net/ericdigests/ed458010.html

Focus on After-School Time for Violence Prevention http://ericeece.org/pubs/digests/2001/patten01.html

Journal Articles – General Prevention

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Rosenbaum, D. P., & Hanson, G. S. (1998). Assessing the effects of school-based drug education: A six-year multilevel analysis of project D.A.R.E. *Journal of Research in Crime and Delinquency, 35*(4), 381-403.

Tobacco Prevention

Clayton, R. R., Scutchfield, F. D. & Wyatt, S. W. (2000). Hutchinson smoking prevention project: A new gold standard in prevention science requires new transdisciplinary thinking. *Journal of the National Cancer Institute, 92,* 1964–1965.

Flynn, B. S.,Worden, J. K., Secker-Walker, R. H., Pirie, P. L., Badger, G. J., & Carpenter, J. H. (1997). Long-term responses of higher and lower risk youths to smoking prevention interventions. *Preventive Medicine, 26,* 389–394.

Litrownik, A. J., Elder, J. P., Campbell, N. R., Ayala, G. X., Slymen, D. J., Parra-Medina, D., Zavala, F. B., & Lovato, C.Y. (2000). Evaluation of a tobacco and an alcohol use prevention program for Hispanic migrant adolescents: Promoting the protective factor of parent-child communication. *Preventive Medicine,* 31, 124–133.

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Normative Education

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Peer Education/Peer Led Prevention

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Conflict Resolution

http://www.esrnational.org/lantieri/pdfs/rccpsum.pdf

http://www.scoe.net/pass/multimedia/programs.pdf

http://www.ericfacility.net/ericdigests/ed338791.html

Impact of Conflict Resolution Programs on Schools: A Review and Synthesis of the Evidence.
Julie A. Lam
National Association for Mediation in Education
1988
This paper offers a synthesis of the existing research on school based mediation or conflict resolution programs. Studies of programs in the following six areas are described: Poughkeepsie, New York; New Mexico; Colorado Springs, Colorado; New York City; Chatham County, North Carolina; and Greenfield, Massachusetts. The following elements of each study are highlighted: evaluation goals, school demography, the mediation training program, curriculum, measurement and evaluation results. A conclusion is that school based conflict resolution programs have generally had positive effects on student mediators, the student body and teachers. Findings,

however, are inconclusive because the studies did not use the same evaluation criteria. Findings do suggest that student self esteem improved and that the programs had high success rates. Suggestions are offered for designing accurate research evaluations of school based conflict resolution programs. A program summary chart is included (ERIC).

http://www.schoolfile.com/safehealthyschools/conflictresol.htm

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Vincent, Philip Fitch. Promising Practices in Character Education: Nine Success Stories from Around the Country. Chapel Hill, NC: Character Development Group, 1996.

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Program Category 2 – Student Assistance Programs

School Counseling

School Counseling Research Link http://www.schoolcounselor.org/content.cfm?L1=1000&L2=88

Mentoring Programs

National Mentoring Partnership - http://www.mentoring.org/resources/research/mentor_works.adp

Relationship Development in Community-Based and School-Based Programs - http://www.mentoring.org/resources/pdf/relationship_dev.pdf

A Study of Mentoring Groups in Three Programs - http://www.mentoring.org/partners/pdf/group_mentoring.pdf

National Mentoring Center - http://www.nwrel.org/mentoring/

DuBois, D.L., Holloway, B.E., Valentine, J.C., & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30(2), 157-197.

Sharon R. Beier, MD; Walter D. Rosenfeld, MD; Kenneth C. Spitalny, MD; Shelley M. Zansky, PhD; Alexandra N. Bontempo, MS, (2000) The Potential Role of an Adult Mentor in Influencing High-Risk Behaviors in Adolescents, *Archives of Pediatric Adolescent Medicine*, Vol. 154, Apr 2000. http://www.mentoring.org/resources/pdf/beier.pdf

Susan M. Jekielek, M.A., Kristin A. Moore, Ph.D., Elizabeth C. Hair, Ph.D., and Harriet J. Scarupa, M.S. (2002) Mentoring: A Promising Strategy for Youth Development, *Child Trends Research Brief*.

Program Category 3 – Professional Development

National Staff Development Council – Staff Development Standards Connection to Research http://www.nsdc.org/standards/researchbased.cfm

Program Category 4 – Parent/Family Programs

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Hundleby, J. D., & Mercer, G. W. (1987). Family and friends as social environments and their relationship to young adolescents' use of alcohol, tobacco, and marijuana. *Journal of Clinical Psychology, 44,* 125–134.

Kumpfer, K. L., & Alvarado, R. (1995). Strengthening families to prevent drug use in multiethnic youth. In G. Botvin, S. Schinke, & M. Orlandi (Eds.), *Drug abuse prevention with multiethnic youth* (pp. 255–294). Thousand Oaks, CA: Sage.

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McGillicuddy, N. B., Rychtarik, R. G., Duquette, J. A., & Morsheimer, E. T. (2001). Development of a skill training program for parents of substance-abusing adolescents. *Journal of Substance Abuse Treatment, 20,* 59–68.

Program Category 5 – Community Programs

Andersen, S. (September, 1998). Service learning: A national strategy for youth development. The Communication Network.

Abstract:
Policy recommendations and rationale regarding service learning are made. Examples of service learning are given and an extensive discussion of the literature on the impact of service learning is included. The issue of whether or not service learning should be mandatory is also included. Finally, a national campaign to promote service learning is offered.
Method:
A review article.
Findings Related to Personal/Social Development:

- Service learning facilitates character education (Institute for global ethics, 1996; see also Berman, et al., 1997; Boston, 1998) as well as civic education (Boston, 1997; Clark 1993; Brandell & Hinck, 1997; Youniss & Yates, 1997).
- Persuasive research findings have amassed in Service learning from three major, national studies (Astin & Sax, 1998; Eyler, Giles, & Braxton, 1997; Melchior; see also previous reviews Alt & Medrich, 1994; Conrad & Hedin, 1982; Scales & Blyth, 1997), which show, along with other studies, that service-learning is associated with significant pre-test/post-test increases in:
    o Civic engagement
    o The ethic of service
    o Civic attitudes
    o Social connection
    o Acceptance of diversity
    o Competence/self-esteem
    o Protection against risky behavior
    o Academic achievement
    o Middle and high school service learning students showed enhanced civic efficacy or engagement in terms of their self-reports of community service leadership (Melchior, 1997).
    o 9th graders with behavioral problems who chose to continue to participate in service learning after an initial 10 week experience showed significant decreases in their self-reports of social alienation (Calabrese & Schumer, 1986).

Stukas, A. A., Clary, G. E., & Snyder, M. (1999) Service learning: Who benefits and why. Social Policy Report, *8 (4), 1-22.*
Abstract:
Extensive review of the service learning literature on key benefits for students, institutions, and communities. For student level benefits, self-enhancement, understanding of the self and world, value expression, career development, social expectations, and protection are addressed.
Method:
Review article.
Findings Related to Personal/Social Development:

- Service learning can impact students' personal development in areas such as personal efficacy, self esteem, and confidence (e.g., Giles & Eyler, 1994a, 1998; Williams, 1991; Yates & Youniss, 1996).
- Service learning has been shown to improve students' moral reasoning (Conrad & Hedin, 1981, 1982), problem solving (e.g., Eyler, Root, & Giles, 1998) and empathetic understanding (Yogev & Ronen, 1982).
- Service learning can influence students' undertsanding of attitudes toward diverse groups in society (Blyth et al., 1997; Yates & Youniss, 1996).
- Students who engage in service learning have frequently been demonstarted to show increases in personal and social responsibility (e.g., Conrad & Hedin, 1981, 1982; Hamilton & Fenzel, 1988; Markus et al., 1993; Sax & Astin, 1997) and altruistic motivation (Yogev & Ronen, 1982).

Melchior, A. & Bailis, L.N. Impact of service-learning on civic attitudes and behaviors of middle and high school youth: Findings from three national evaluations. In A. Furco & S. Billig (Eds.), *Advances in Service-Learning Research: Volume 1: The Essence of the Pedagogy*

Abstract:
Summarizes and discusses findings from three major evaluations of service-learning initiatives: Serve-America, Learn and Serve, and Active Citizenship Today (ACT).

Methods:
Each program's evaluation contained pre-/posttests of program participants and comparison groups from a sample of programs across the country. Data was gathered over several years. ACT also used an open-ended "problem solving exercise" one year. Areas of study included: social skills, community involvement, service/civic leadership, acceptance of diversity, communication skills, involvement in community service, and hours of service work.

Findings Related to Academic Achievement:
The focus of this analysis was the civic effects of these programs; other effects noted include:
Serve-America study found
Reduction in absenteeism for high-school and middle school participants
Increase in homework hours for middle school participants
Learn and Serve study found:
Positive impacts on school engagement, math and science grades, and core GPA.
High school students showed positive impacts on school engagement, math and science grades and reduction in course failure.
Middle school participants saw a positive impact on social studies grades.
ACT program:
Showed impact at the .10 level on attitudes towards teamwork.

Program Category 6 – Drug Testing/Locker Inspection

Goldberg, L., M.D., Elliot, D., MacKinnon, D., Moe, E. Kuehl, K., Nohre, L., Lockwood, C. (2003). Drug testing athletes to prevent substance abuse: Background and pilot study results of SATURN (Student Athlete Testing Using Random Notification) study, *Journal of Adolescent Health*, 32: 16-25.

Goldberg, L., Elliot, D., Moe, E., Kuehl, K.S., Clarke, G. (1999). Acceptability and potential deterrence effects of drug testing. *Med Sci Sport & Exercise*, 31 (5:S122).

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Program Category 7 – School Safety Plan Development/Security Equipment
Not Needed

Program Category 8 – Hiring/Training School Security Personnel
Not Needed

Program Category 9 – School Safety Activities

Program Category 10 – Alternative Education Programs

Reiff, M. (1998). Adolescent school failure: Failure to thrive in adolescence. *Pediatrics in Review, 19*(6), 199–207.

Class Size and at-risk youth

Class Size and Students At Risk: What is Known? What Is Next?
http://www.ed.gov/pubs/ClassSize/title.html

Dropout Prevention

National Dropout Prevention Center/Network http://www.dropoutprevention.org/default.htm

Eggert, L. L., Thompson, E. A., Herting, J. R., Nicholas, L. J., & Dicker, B. G. (1994). Preventing adolescent drug abuse and high school dropout through an intensive school-based social network development program. *American Journal of Health Promotion, 8*(3), 202–215.